**Santa Rosa Brochure Presentation Rubric**

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| **Category** | **Exemplary 4** | **Proficient 3** | **Developing 2** | **Emerging 1** |
| **Explanation of information, and “Why this is an interesting place to visit?”** | Students use relevant, well-chosen descriptions, facts, details and examples to support claims, findings, and arguments. Students include additional relevant, and factual information that enhances the understanding for the viewer. | Students use relevant, well-chosen descriptions, facts, details and examples to support claims, findings, and argument. | Students use descriptions, facts, details and examples to support claims, findings, and argument. Some examples may be irrelevant, or not support the main idea. | Students use some descriptions, facts, details and examples to support claims, findings, and argument. Supporting evidence is missing and some examples may be irrelevant, or not support the main idea. |
| **Organization** | Students state the main idea and move from one idea to the next in a logical order, emphasizing main points in a focused coherent manner. Students include relevant, and factual information other than the required information that enhances the understanding for the viewer in an organized manner that fits seamlessly within the presentation. | Students state the main idea and move from one idea to the next in a logical order, emphasizing main points in a focused coherent manner. | Students may or may not state the main idea and move from one idea to the next, but the order may not be logical. | Students do not have a main idea and/or present information in an order that does not make sense. |
| **Eye contact and body language** | Students make eye contact with the audience, and present information using their own words, uses natural gestures and movements, and look poised, confident and like they are enjoying themselves. | Students make eye contact with the audience, present information using their own words, uses natural gestures and movements, and look poised and confident. | Students make infrequent eye contact with the audience, read from slides or notes some of the time, use a few gestures and movements that may or may not look natural, and may or may not look poised and confident | Student does not look at the audience and reads directly from slides or notes, does not use gestures and movements, is fidgety, slouching or appears nervous. |
| **Voice** | Students speak loudly and clearly so that everyone can hear. Students speak at an appropriate pace, and changes tone at appropriate times to maintain interest of the viewers. Students seem passionate about their ideas, as if they were trying to “sell them” to the viewers. | Students speak loudly and clearly so that everyone can hear. Students speak at an appropriate pace, and changes tone at appropriate times to maintain interest of the viewers. | Students speak loudly and clearly so that everyone can hear most of the time. Students may or may not speak too fast or slow and use filler words such as “like,” and “um.” | Students mumble, speak too quickly or slowly or softly. Students use many filter words such as “like,” and “um.” |
| **Knowledge Gained** | Student can accurately answer all questions related to facts in the presentation in his or her own words. Responses also include thoughtful personal insight. The viewer is convinced the students are “experts” on their aspect of Santa Rosa National Park. | Student can accurately answer all questions related to facts in the presentation in his or her own words. Admits, “I don’t know,” if unable to answer a question and suggests a way to research it. | The student can accurately answer most questions related to facts in the presentation. May or may not admit, “I don’t know,” if unable to answer a question and may or may not suggest a way to research it. | The student can accurately answer some questions related to facts in the presentation. The student may or may not provide information that is not accurate when asked questions. |
| **Balance** | It is evident that all members put in an equal amount of work and researched beyond the required amount of work. | It is evident that all members put in an equal amount of work. | It is evident that one member put in more work than the others. | It is evident one member put in significantly more work than the others. |